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ABSTRACT

A study was undertaken to define the missions of Arizona's community colleges in specific operational terms and to assess the support provided for these missions by the various constituencies of the community colleges. A survey instrument, consisting of 60 activity statements, was developed and administered to 4,000 individuals including all state legislators, State Board members, community college governing boards, and high level administrators, and to samples of faculty and urban and rural voters. The respondents were asked to judge the importance of each of the activities and whether it should be funded with tax dollars. Responses were grouped and analyzed to determine the levels of support for activities and the priorities for operational missions. The study revealed: (1) external groups (e.g., voters and legislators) tended to view community colleges in terms of clientele served rather than services provided; (2) the provision of associate degree programs, entry-level vocational training, services for gifted students and basic skills instruction were considered top priority missions; (3) registered voters were more willing to judge activities to be important than to support them with tax dollars; and (4) differences between rural and urban respondents were minimal. These findings culminated in recommendations that the State Board adopt some form of the operational definitions of missions provided by the study and require all state schools to pursue the top-ranked missions. (HB)

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# Determining Public Priorities for the Support of Community College Missions:

## A Research Description of the Missions of the Arizona Community Colleges

Presented to the

Association of American Community Colleges and Junior Colleges

St. Louis, Missouri

April 6, 1982

by

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There are three basic questions that need to be asked concerning the research project which is the subject of this presentation:

* Why do it?
* How do you do it?
* What do you get when you do it?

This presentation is organized so as to answer these three questions.

Why Do it?

The research project on which we are reporting this morning was sponsored by the State Board of Directors for Arizona Community Colleges, the Maricopa Community Colleges and Central Arizona College. An important question is raised by this sponsorship: namely,

> What benefits could the State Board or these two college districts expect to gain by sponsoring a study to examine public perceptions of and support for their mission?

There are real and obvious risks involved in any research that asks such direct questions as: What should community colleges do? What should they not do? and Who should pay for what they do? -- particularly in the present uncertain environment for community colleges and other institutions of postsecondary education. So, why engage in such research becomes a key question?

The stated purposes of the research project were two-fold, and these are specified in Appendix A:

a. to define the missions of the Arizona community colleges in specific operational terms, and
b. to assess support provided for these operational missions by the various constituencies of these community colleges.

However, underlying these stated purposes are the unstated strategic

reasons for engaging in such self-study. A study of community college missions of the kind undertaken by this project can provide valuable information about the external environment in which community colleges exist.

Having accurate information of the demands of the external environment, including the priorities of various external constituent groups, can assist the leadership of community colleges--both at the state and institutional level--to manage that environment. Specifically, data on the perceptions and support of various constituencies for what community colleges do can provide the basis for priority-setting and decision-making that seems unavoidable given the current environment.

Finally, seizing the initiative in conducting such a self-study may also preempt another external controlling body, such as state legislature, from embarking upon a unilateral initiative that could very narrowly circumscribe the role of community colleges in a statewide system of postsecondary education. The examples of Nebraska and Massachusetts come to mind as scenarios to be avoided. So, while engaging in a mission study does involve certain risks -- namely, you may not like what you find out about constituent levels of support for selected missions -- the benefits would appear to outweigh the risks. The State Board and the two community college districts that sponsored this study appear to have understood these benefits.

How Do You Do It?

Actually, an explanation of how the present mission study was conducted is considerably more straightforward than an analysis of why it was done. Essentially, the study consisted of the constuction, administration and analysis of a survey instrument, the Community Colleges Activities Survey, which was developed specifically for the present mission study. Appendix A of the handout details the major steps in the conduct of the study.

1. The first step in defining the missions of the Arizona community colleges in operational terms involved a review and development process characterized by significant interaction between the research team from Arizona State University and representives of the Arizona community colleges. Following an extensive review of the literature, a series of activity statements were generated specifying:

a) the services and programs provided by community colleges

b) the clientele for whom these services and programs are provided, and

c) the primary rationale for providing these services and programs for each clientele.

2. The second step of the development process involved reviewing these activity statements with state and local community college governing board members and with community college administrators to assure that these statements were both comprehensive and accurately described the activities of the Arizona community colleges. This step resulted in the listing of 95 statements describing the services, clinetele and rationale for providing these services that were endorsed by administrators and governing board members as representatives of the activities in which Arizona community colleges are or could be engaged.

3. These 95 statements were used to construct a pilot survey, which was administered to a sample of evening students at four Maricopa Community Colleges and Central Arizona College.

4. Then, the results of the pilot survey were analyzed using appropriate statistical techniques to determine the reliability of the survey format and to guide the reduction of the pilot instrument to a more manageable length. By combining, revising and eliminating items, it was possible to reduce the survey to 60 items without losing any essential information.

The result of this revision process was the Community College Activities Survey, sample pages of which are shown in Appendix B. You will notice that each statement of a community college activity requires a respondent to judge the IMPORTANCE of community colleges doing that activity and to judge whether that activity should be FUNDED WITH TAX DOLLARS. This format was judged to ask critical questions of concern to community colleges and was demonstrated to be reliable by pilot survey results.

5. The fifth step in the study was the administration of the revised Community College Activities Survey to important constituent groups of the Arizona community colleges, namely:

a. all state legislators

b. all State Board members and administrative staff

c. all local community college governing boards in the state

d. all community college administrators at the associate dean level or above in the state

e. a sample of faculty in the two study districts

f. a sample of registered voters in the two study districts--one a large urban district and the other a rural district.

A total of nearly 4,000 individuals from all groups were surveyed.

6. Finally, the responses to the survey were coded, entered into a computer and analyzed using appropriate statistical techniques to answer the following questions:

a. Which specific activities do responding constituents group together to define the operational missions of the Arizona community colleges?

b. Which of these operational missions were thought to be important for community colleges to do by their various major constituencies

and for which of these operational missions do these constituencies support the use of tax dollars?

c. What do the different constituent groups of the community colleges perceive the priorities of the colleges should be?

d. Are there differences in the perception of and support for community college missions between urban and rural constituencies?

The answers to these questions are "what you get when you do it" -- the third question to be answered by this presentation. Actually, the question is more accurately . . .

What Did We Get When We Did All This?

1. First, analysis of the responses to the survey provided an operational definition of community college missions. 48 of the 60 activities on the survey were grouped using appropriate statistical techniques into twelve mission catagories that provided the basis for defining missions in terms of specific activities. Appendix C details four of the twelve missions identified by statistical analysis. Each mission definition reflects what the individual activities that were determined to comprise the mission category have in common. Thus these missions are defined in terms of specific community college activities. For instance, Mission #2 -- providing entry-level vocational training -- is defined by the activities all of which refer to preparation for entry-level jobs. Mission #3 -- providing special support services and programs for students with high academic ability -- is defined in terms of the common clientele that the two included activity statements specify. Six of the missions identified by analysis were function-based missions, and six were clientele-based missions; that is, the former six were composed of activities that had the

function or the type of service provided in common, and the latter had clientele served in common. One of the major findings of this research was, in fact, that community college constituencies, particularly external constituencies such as voters and legislators, tended to view the community college more in terms of whom they served than in terms of what services they provided. Appendix C identifies four of the twelve operational missions and the activities included in each. Missions #2 and #5 are function-based, and Missions #3 and #7 are clientele-based.

The operational missions identified by the study were considerably different from the traditional statements about community college missions found in the literature or in state or institutional descriptions of mission. Appendix D compares the current mission statement of the Arizona community colleges with the twelve operational missions identified by this study. The differences are instructive in that the perceptions of community colleges held by those familiar with the traditional literature on community college missions differ substantially from the perceptions held by external constituencies, particularly legislators and voters, who have neither read nor been influenced by the literature. In general, the respondents to this survey did not distinguish among the transfer, occupational or general education functions of the community college. They tended to view all three as combined into one broad category of traditional associate degree programs. The respondents did differentiate associate degree programs providing higher-level occupational preparation from those degree and certificate programs providing essentially entry-level training for low-paying or low-prestige jobs. The respondents also differentiated student activities from student services, and they did not identify student services as a distinct mission but rather as a supporting component of several of the operational missions. Again, you will notice the tendency of respondents

to perceive of missions in terms of clientele -- who is served -- rather than in terms of function -- what service is provided -- and thus, the State Board mission statement, as well as most traditional definitions of mission which are function-oriented, differ substantially from external respondents' views of community college missions.

2. Analysis of responses to the survey also provided data on the levels of support provided for each operationally defined mission by each major constituent group. Appendix E indicates the level of support provided for Mission #4 providing instruction in basic skills. The graph indicates both the perceived importance of the mission to each constituent group -- the shaded bars, and the support for the use of tax dollars for basic skills instruction -- the unshaded bars. The scale on the horizontal axis is related directly to the scale used in the survey. Above 3.0 indicates support for the activity, and below 3.0 indicates lack of support or opposition. In this case, you can see that providing basic skills instruction received solid support both as an important and fundable mission of community colleges, though registered voters seemed reluctant to support the mission with tax dollars. A graph such as this was provided for each of the twelve operational missions to summarize the support for the missions.

In general, the twelve operational missions of community colleges identified by this study received considerable support from all responding groups. As might be expected, internal constituencies including administrators, faculty and board members provided higher levels of support for the entire range of missions than did external constituencies such as registered voters and legislators. Nonetheless, the importance of providing each mission was supported by nearly all constituent groups. However, as might also be expected, there was considerably more qualified support for the use of tax dollars to support each mission. Registered voters, in particular, were much more likely to support

the importance of a community college providing a service than they were likely to be willing to support providing that service with tax dollars. Similarly, some clientele of the community college were seen as deserving or needy of tax-supported services -- primarily the young, gifted or handicapped. Providing services to other special clientele was supported, but did not receive the same priority.

3. The data were also analyzed to indicate the rankings or priorities of the operational missions for each constituent group. Appendix F of the handout display the rank accorded to each mission by each constituent group for both the importance of a community college performing each mission, and the support for the use of tax dollars to fund each mission. The average calculated rank for each mission is displayed in the column on the extreme right in both tables.

As you can see, there was a strong consensus among all groups concerning the priority missions of the Arizona community colleges. The top four priorities are identical both for the importance of the mission and the support for the use of tax dollars to support the mission. In order, the average top priorities of all responding groups for the Arizona community colleges were:

1st -- providing courses and associate degree programs to students who are college age or older (including transfer, occupational and general education programs)

2nd -- providing entry-level vocational training

3rd -- providing special services and programs to students with high academic ability

4th -- providing instruction in basic skills (reading, writing, and mathematics skills)

Other missions, such as providing student activities to complement the educational program, serving high school students and providing special assistance and programs for mentally and physically handicapped students, also re-

ceived strong support and were among the top priorities of the respondents. Missions such as providing facilities and services to local community and business groups and providing facilities and services to non-residents of the local community received the lowest average levels of support, particularly for the use of tax dollars to support these missions. Careful inspection of these priorities also points out that some missions, such as providing general interest courses and activities and sponsoring student activities, are higher priorities to do than they are priorities to fund with tax dollars. Comparison of the tables also provides a perspective of the differences in the perceived importance of performing these 12 missions and the willingness of each group to support these missions with tax dollars. On both tables, the missions below the heavy line were not supported, that is, received an average score of less than 3.0.

4. The differences between urban and rural respondents in perceptions of community college missions, levels of support and priorities were overall quite minimal, and specific differences between the two groups could have been predicted. Specifically, rural groups attached much higher levels of support to the providing of facilities, such as residence halls, and services, such as housing referral assistance, to non-residents of the local community than did urban groups. In a rural setting, such facilities and services are recognized as important in order to provide effective instructional services to all residents of the county. Rural respondents were somewhat more likely to view their colleges as all-purpose resource and learning centers in addition to viewing them as traditional college-like institutions, and rural constituents were also slightly more likely to be willing to support the missions of their community colleges with tax dollars. However, the perceptions and priorities of rural and urban constituencies were much more striking in their similarities than in their differences. They differed only in those ways that might be

attributed to geographical differences.

Conclusion

So, this is a brief and oversimplified summary of the results of the mission study -- this is what the State Board, the Maricopa Community Colleges and Central Arizona College got in return for their sponsorship. These results culminated in a series of practical recommendations to the State Board and the Arizona community colleges, including:

1) that the State Board adopt some form of the operational definitions of missions provided by this study so as to better communicate what they do and whom they serve to their various constituencies;
2) that the State Board consider the top priority missions as identified by the study - say, the top five operational missions - as required missions for all Arizona community colleges, and consider the other seven as optional for each college depending upon the needs of its students and local service area,
3) that the State Board develop specific strategies for achieving adequate funding for those missions that are accorded high priorities by legislators and registered voters but are provided inadequate funding through existing funding formulas -- in Arizona, for instance, these would include entry-level vocational training and basic skills instruction -- instead of pursuing increased funding for all aspects of an undifferentiated mission.

It is certain that this methodology can provide equally practical results to other states and community colleges who engage in similar mission studies.

## APPENDIX A

### Purpose

The stated purposes of the research were two-fold:

a. to define the missions of the Arizona community colleges in specific operational terms, and

b. to assess the support provided for these operational missions by the various constituencies of these community colleges.

### Process

The research was conducted in the following steps:

1. generation of a series of activity statements specifying
   a) the services and programs provided by community colleges,
   b) the clientele for whom these services and program are provided, and
   c) the primary rationale for providing these services and programs for each clientele.

2. review and revision of these activity statements by community college administrators and governing board members to assure a comprehensive and accurate description of community college activities

3. construction of a pilot version of the Community College Activities Survey from these 95 activity statements and administration of the pilot to a sample of evening students

4. reduction of the Community College Activities Survey to 60 activity statements by analysis of pilot results

5. administration of the revised version of the Community College Activities Survey to important constituent groups, including state legislators, state and local community college governing boards, community college administrators, faculty and samples of registered voters.

6. analysis of responses to the Community College Activities Survey to provide:
   a) descriptions of operational missions
   b) levels of support for operationally defined missions
   c) priorities of operational missions

APPENDIX B

Format of Community College Activities Survey: Sample Pages

| Check one box after Important to do and one after fund with tax dollars.<br>Community Colleges should... | | strongly disagree | disagree | not sure | agree | strongly agree |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 21. Offer credit courses, certificates and degree programs in business and public services, agriculture, technologies, health services and other occupational areas to adult students older than traditional college age to prepare them for jobs in these fields. | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 22. Offer instruction in basic reading, writing and mathematics skills to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 23. Provide applied research and consulting services within the limits of faculty expertise in such areas as resource and energy conservation, staff and community development and needs assessment to local non-profit organizations and other community groups as a community service. | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 24. Provide basic health care, child care, counseling and job placement services to members of the local community who are not students as a community service. | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 25. Provide special assistance, such as braille and audio texts, aides and guides, tutoring services and adaptive equipment to blind and physically handicapped students to assure them equal access to college resources and programs. | Important to do | | | | | |
| | fund with tax dollars | | | | | |

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APPENDIX B (continued)

Format of Community College Activities Survey: Sample Pages

| Check one box after Important to do and one after fund with tax dollars.<br>Community Colleges should... | | strongly disagree | disagree | not sure | agree | strongly agree |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 26. Offer scholorships and other financial assistance to minorities, disadvantaged and other students who might not otherwise attend college. | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 27. Offer instruction in basic reading, writing and mathematics to students college age or older to prepare for entry into academic and occupational programs, to develop everyday life and survival skills, or to earn a General Equivalency Diploma (G.E.D.). | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 28. Offer credit courses, certificates, and associate degree programs in business and public services, agriculture, technologies, health services and other occupational areas to high school age students as part of their educational program. | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 29. Act as a clearinghouse and referral agency for educational and social services provided for members of the local community as a community service. | Important to do | | | | | |
| | fund with tax dollars | | | | | |
| 30. Offer instruction to basic reading, writing and mathematics skills to students who have never graduated form high school nor earned a G.E.D. diploma to prepare them for entry into academic and occupational programs. | Important. to do | | | | | |
| | fund with tax dollars | | | | | |

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## APPENDIX C

Table 1: Operational Community College Missions Identified by Specific Activities

Mission # 2: providing entry-level vocational training

Item #39: Offer basic hands-on skills training for semi-skilled jobs, in such areas as food services, component assembly and clerical services, to adults college age or older to prepare them for immediate employment.

Item #51: Offer credit courses, certificates and associate degree programs in office education fields, such as clerical and typing, keypunch and data entry, stenography and word processing, to students college age or older to prepare them for jobs in these fields.

Item #35: Offer credit courses, certificates and associate degree programs in entry-level technologies and health services, such as welding, diesel mechanics, licensed practical nursing and dental assisting, to students college age or older to prepare them for jobs in these fields.

Item #48: Offer credit courses, certificates and associate degree programs in hospitality services, such as food services, hotel-motel management and travel agencies, to students college age or older to prepare them for jobs in these fields.

Mission # 3: providing special support services and programs for students with high academic ability

Item # 2: Offer special academic courses and programs and special support services to students with high academic ability to attract them to the community college and to encourage excellence.

Item # 7: Offer scholarships and other financial assistance to students of high academic ability to encourage them to attend.

Mission # 5: sponsoring student activities to complement the educational program

Item #45: Sponsor intercollegiate athletics and other extracurricular activities, such as film series, intramural sports field trips and concert series for students to complement the educational program and assist their development.

Item #54: Offer credit courses in the performing and fine arts, physical education and home economics to students college age or older so that they can continue study toward a bachelor's degree in these fields at a college or university.

Item #59: Sponsor student government organizations, student publications and other activities for students to complement the educational program and assist their personal development.

Item #14: Offer scholarships and provide special tutoring and advisement to students with special talents, such as band and orchestra members, student athletes and other leaders in student organizations, to assist them in making progress in their educational programs.

Mission #7: providing special assistance and programs for mentally and physically handicapped students

Item #49: Offer basic hands-on skills training and occupational courses and programs to mentally handicapped persons to prepare them for employment.

Item #22: Offer instruction in basic reading, writing, and mathematics skills to mentally handicapped persons to prepare them for entry into the work force or to provide them with everyday life and survival skills.

Item # 4: Provide special assistance, such as sign language interpreters and tutoring services, to deaf and hearing-impaired students to assure them equal access to college resources and programs.

Item #25: Provide special assistance, such as braille and audio texts, aides and guides, tutoring services and adaptive equipment to blind and physically handicapped students to assure them equal access to college resources and programs.

## APPENDIX D

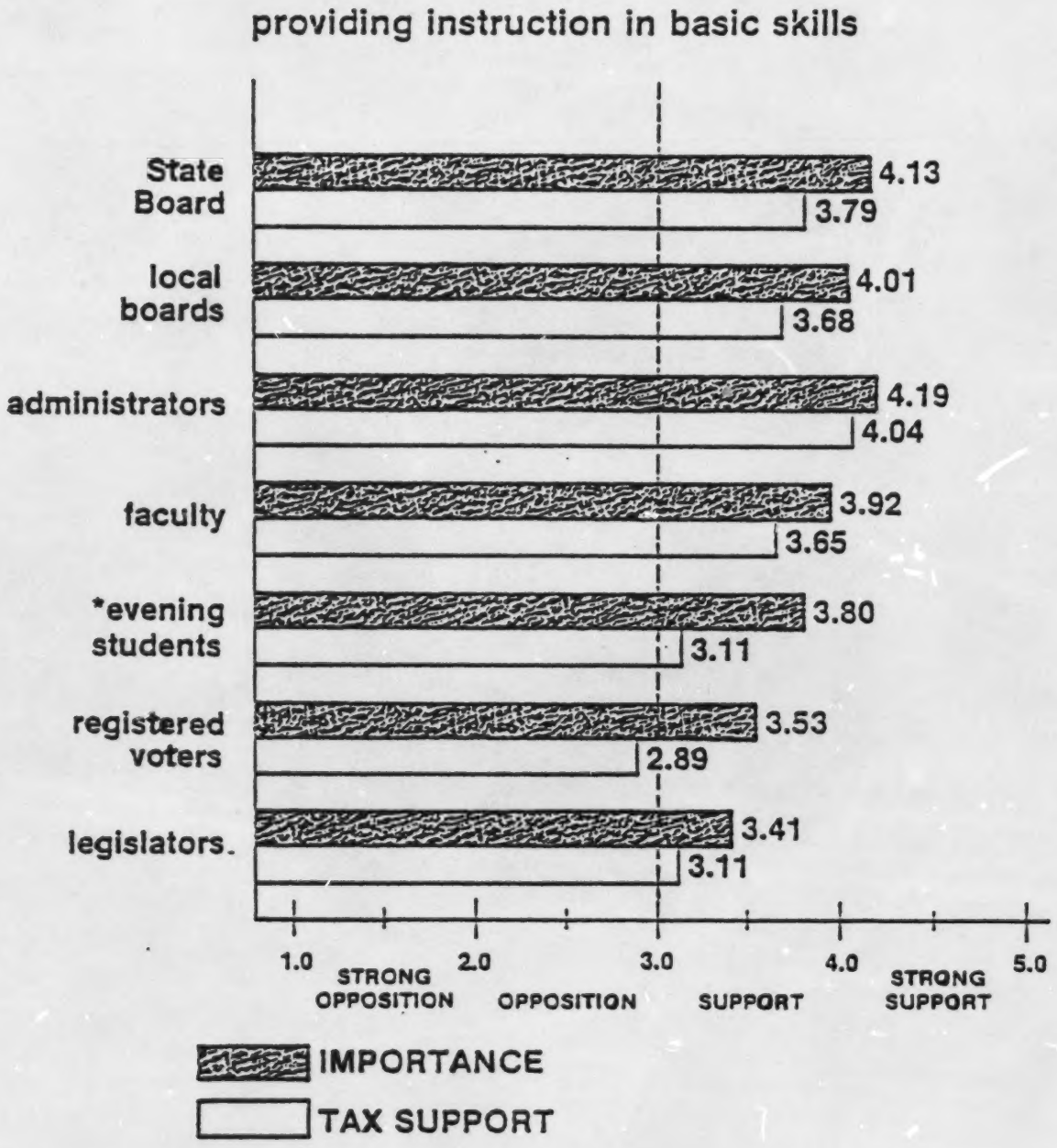
Comparison of the Current Mission Statement for Arizona Community Colleges with the Mission Statements Operationally Defined by this Study

| State Board Mission Statements | Operationally Defined Mission Statements |
|---|---|
| 1. Academic transfer programs | 1. Associate degree programs and courses (transfer, occupational/ technical and general education) |
| 2. General education programs | 2. Entry-level vocational training |
| 3. Occupational programs | 3. Special services and programs for high ability students |
| 4. Continuing education | 4. Basic skills instruction (reading, writing and mathematics) |
| *5. Counseling, advisement and job placement | 5. Program-related student activities |
| 6. Cultural and community service programs | 6. Serving high school students |
| | 7. Special services for handicapped |
| | 8. General interest courses and activities |
| | 9. Serving non-high school graduates |
| | 10. Special services for minorities |
| | 11. Facilities and services for community and business groups |
| | 12. Facilities and services for non-residents |

*This State Board mission is a supporting component of several of the operationally defined missions.

APPENDIX E

Support for Mission #4:




*from pilot study

Table 14: Importance Rankings for Operational Missions by Major Respondent Groups

| Rank | State Board | Local Boards | Administrators | Faculty | Evening Students | Registered Voters | Legislators | Average Rank |
|---|---|---|---|---|---|---|---|---|
| 1st | (3) high ability students | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs |
| 2nd | (2) vocational training | (3) high ability students | (2) vocational training | (3) high ability students | (7) handicapped | (3) high ability students | (2) vocational training | (2) vocational training |
| 3rd | (1) associate degree programs | (3) vocational training | (3) high ability students | (2) vocational training | (2) vocational training | (7) handicapped | (3) high ability students | (3) high ability students |
| 4th | (5) student activities | (4) basic skills | (9) non-high school grads. | (5) student activities | (4) basic skills | (2) vocational training | (7) handicapped | (4) basic skills |
| 5th | (4) basic skills | (6) high school students | (5) student activities | (4) basic skills | (6) high school students | (6) high school students | (5) student activities | (5) student activities |
| 6th | (7) handicapped | (5) student activities | (4) basic skills | (8) general interest courses | (8) general interest courses | (4) basic skills | (6) high school students | (6) high school students |
| 7th | (9) non-high school grads. | (11) facilities & services | (6) high school students | (6) high school students | (5) student activities | (5) student activities | (4) basic skills | (7) handicapped |
| 8th | (6) high school students | (9) non-high school grads. | (8) general interest courses | (9) non-high school grads. | (3) high ability students | (8) general interest courses | (5) facilities & services | (8) general interest courses |
| 9th | (10) minority groups | (8) general interest courses | (10) minority groups | (10) minority groups | (10) minority groups | (11) facilities & services | (10) minority groups | (9) non-high school grads. |
| 10th | (11) facilities & services | (7) handicapped | (11) facilities & services | (7) handicapped | (12) non-residents | (10) minority groups | (9) non-high school grads. | (10) minority groups |
| 11th | (12) non-residents | (10) minority groups | (7) handicapped | (11) facilities & services | (11) facilities & services | (12) non-residents | (8) general interest courses | (11) facilities & services |
| 12th | (8) general interest courses | (12) non-residents | (12) non-residents | (12) non-residents | (9) non-high school grads. | (9) non-high school grads. | (12) non-residents | (12) non-residents |

*Positive support above the heavy line; lack of support below the heavy line.

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Table 15: Tax Dollar Support Rankings for Operational Missions by Major Respondent Groups

| Rank | State Board | Local Boards | Administrators | Faculty | Evening Students | Registered Voters | Legislators | Average Rank |
|---|---|---|---|---|---|---|---|---|
| 1st | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs | (7) handicapped | (8) handicapped | (2) vocational training | (1) associate degree programs |
| 2nd | (2) vocational training | (2) vocational training | (2) vocational training | (2) vocational training | (1) associate degree programs | (1) associate degree programs | (1) associate degree programs | (2) vocational training |
| 3rd | (4) basic skills | (3) high ability students | (9) non-high school grads. | (3) high ability students | (2) vocational training | (3) high ability students | (7) handicapped | (3) high ability students |
| 4th | (3) high ability students | (4) basic skills | (3) high ability students | (4) basic skills | (4) basic skills | (2) vocational training | (6) high school students | (4) basic skills |
| 5th | (7) handicapped | (6) high school student | (6) high school students | (5) student activities | (6) high school students | (4) basic skills | (4) basic skills | (7) handicapped |
| 6th | (6) high school students | (9) non-high school grads. | (4) basic skills | (9) non-high school grads. | (3) high ability students | (6) high school students | (3) high ability students | (6) high school students |
| 7th | (9) non-high school grads. | (7) handicapped | (10) minority groups | (7) handicapped | (5) student activities | (5) student activities | (9) non-high school grads. | (9) non-high school grads. |
| 8th | (10) minority groups | (5) student activities | (5) student activities | (6) high school students | (10) minority groups | (10) minority groups | (10) minority groups | (5) student activities |
| 9th | (5) student activities | (10) minority groups | (7) handicapped | (10) minority groups | (8) general interest courses | (8) general interest courses | (5) student activities | (10) minority groups |
| 10th | (12) non-residents | (12) non-residents | (8) general interest courses | (8) general interest courses | (9) non-high school grads. | (9) non-high school grads. | (12) non-residents | (8) general interest courses |
| 11th | (8) general interest courses | (8) general interest courses | (11) facilities & services | (12) non-residents | (12) non-residents | (12) non-residents | (8) general interest courses | (12) non-residents |
| 12th | (11) facilities & services | (11) facilities & services | (12) non-residents | (11) facilities & services | (11) facilities & services | (11) facilities & services | (11) facilities & services | (11) facilities & services |

*Positive support above the heavy line; lack of support below the heavy line.